



STUDENT PACKET

GRADES 9-12

The Hunger Games

Suzanne Collins



READ, WRITE, THINK, DISCUSS AND CONNECT

The Hunger Games

Suzanne Collins

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-674-1

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

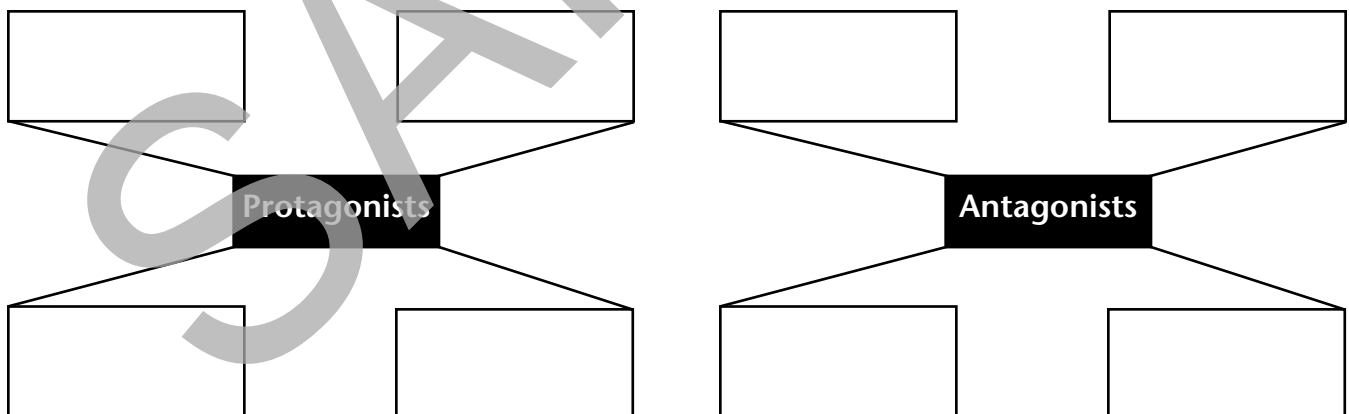
Protagonists and Antagonists

The main character in a story is called the **protagonist**. Sometimes we call the protagonist the hero or heroine (the "good" person). The character who opposes the hero in a story is called the **antagonist**. Sometimes we call the antagonist the villain (the "bad" person).

Directions: Think about stories you have read. Who were some of the protagonists (heroes/heroines) in these stories? Who were the antagonists (villains)? List some of the protagonists and antagonists and the stories in which they appeared.

Protagonists	Antagonists	Story

Complete the charts below by listing some common characteristics of protagonists and antagonists. For example, a protagonist is often brave. An antagonist may be cunning or cruel. Sometimes the antagonist is not just a person but a belief or custom.



As you read, decide who is the protagonist and who or what is the antagonist. Notice their characteristics and compare/contrast them to the characters you listed in the chart above.

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests. Starred questions indicate thought or opinion questions.

Part I: "The Tributes" **Chapters 1–3**

- *1. In which district does Katniss live? Why do you think her neighborhood is nicknamed "the Seam"?
2. How are Gale and Prim important to Katniss?
3. Explain Gale's anger at Madge. What is the real source of Gale's anger?
4. What is the Treaty of Treason?
5. What are the Hunger Games? What is their purpose?
- *6. Why does Katniss volunteer to participate in the Hunger Games?
7. How do the people of District 12 react to Katniss becoming a tribute?
8. Why is Katniss upset when Peeta is chosen as a tribute?
9. What does Katniss promise Madge?
10. According to Gale, what must Katniss do to have a chance at surviving the Games?
11. How will Katniss travel to the Capitol? Where is the Capitol located?
12. Why is Haymitch Abernathy important to Katniss and Peeta?

Chapters 4–6

- *1. Why is Peeta's kindness dangerous to Katniss?
2. What do dandelions symbolize to Katniss? Why?
3. What did Katniss' father mean when he told her, "...As long as you can find yourself, you'll never starve" (p. 52)?
- *4. What is Haymitch's advice regarding the stylists? Why might this be important?
5. How does Peeta react to the crowd at the train station? Why does he do this?
6. Who are Cinna and Portia? What are their jobs?
7. How does Cinna want the audience to remember Katniss?
8. What is the crowd's reaction to Katniss and Peeta?
9. What is an Avox?
10. Why is holding hands during opening ceremonies "the perfect touch of rebellion" (p. 79)?

Name _____

Effects of Reading

Directions: When reading, each part of a novel may affect you in a different way. Think about how parts of the novel affected you in different ways. Did some parts make you laugh? cry? want to do something to help someone? Below, list one part of the novel that touched each of the following parts of the body: your head (made you think), your heart (made you feel), your funny bone (made you laugh), or your feet (spurred you to action).

Your head

Your heart

Your funny bone

Your feet

